



# History Overview



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## The Curriculum – our approach

Appleton Primary School strives to drive the curriculum through a love of reading. We are creating opportunities for our children to become aspirational in all areas of their lives through a structured build-up of knowledge and skills. We are committed to meeting the needs of all the children in our school. We offer a curriculum which remove barriers to learning by being broad and balanced and building on the knowledge, understanding and skills of the children, whatever their starting points, as they progress through our Foundation Unit and each Key Stage. Our aim is for children to be successful, resilient, independent and motivated learners in readiness for their next stage of education and beyond.

Using the children's interests through talking to pupils, their families and the local community we ensure we capture the enthusiasm of the children to take their development forward. We have a two-year programme of 6 themes across the year groups which captures the children's imagination and interests and ensures that there is a progressive sequence of skills and knowledge based on the National Curriculum. Each theme is supported by an appropriate text to nurture the children's love of reading and quest for knowledge. Our teaching sequences ensure that we teach skills and knowledge and provide sufficient opportunities for pupils to apply these independently. Through the consistent use of assessment, we can identify and address misconceptions to ensure learning is securely embedded and children can remember what they have learned.

At Appleton, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social and academic life of the school. We aim to provide educational experiences that reflect the individual needs of children, appropriate to their level of ability. For some pupils with additional needs, there are times when the curriculum will need to be adapted to best meet their needs.

We will ensure our pupils have a wide range of cultural experiences and develop an understanding of opportunities available to them, so they leave us with high aspirations. We endeavour to introduce our whole community to the rich and diverse world in which we live in. To achieve this we promote tolerance and respect towards others in our both community and society as a whole using our PSHE programme, which runs throughout the school. Successes are celebrated and children are taught respect, empathy and fundamental British values and how they can contribute to our "Appleton family" and the wider world in which we live.

### Our Curriculum Drivers

**Reading** is the key for learning

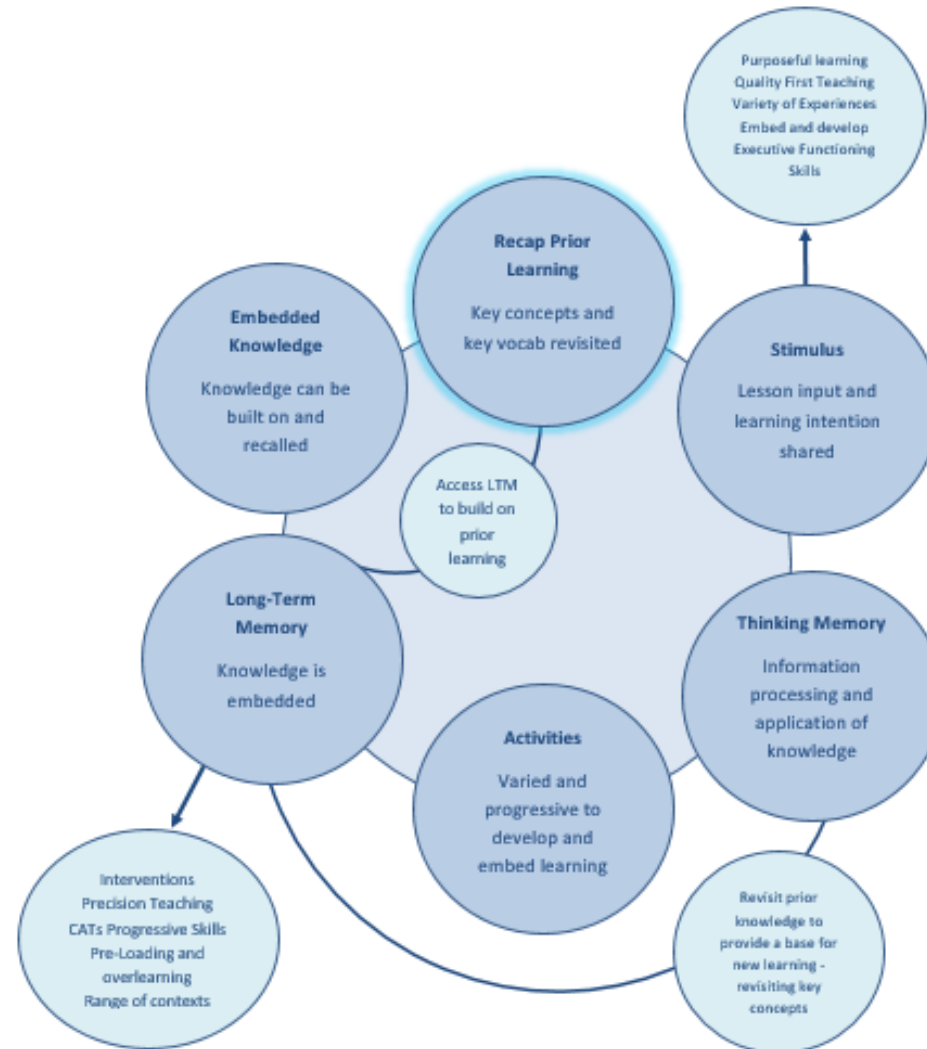
**PSHE** through developing resilience and promoting wellbeing our pupils can learn

**Vocabulary** we aim to extend pupils' language to enable them to learn from a wide range of experiences in our language rich curriculum

**Fundamental Values** promoting empathy and British values are at the core of our "Appleton family" approach.

## Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential. Fundamental to our model is “grow what you know” and retrieval of prior learning.



## A Broad and Balanced Curriculum at Key Stage 2


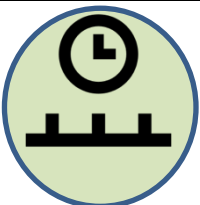




We ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine.

Reading, Writing and Maths are taught daily. Pupils who need phonic support continue on the Read Write Inc. and Fresh Start programmes. Science and PE are taught for 2 hours each week. RE and PSHE are taught for 1 hour each week. Foundation subjects are blocked over half term units. Y4 and 5 have Wider Opportunities for Music taught by a brass specialist. PE specialists and sport organisations regularly visit the school to teach pupils in lessons.

## Key Concepts (Big Ideas)

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Thus they will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn.

### History

					
Historical enquiry	Chronology	Community and culture	Conflict and disaster	Exploration and invention	Hierarchy and power

## KEY CONCEPTS YEAR GROUP MAPPING

KEY CONCEPTS YEAR GROUP MAPPING				
		Autumn	Spring	Summer
EYFS	<div style="display: flex; align-items: center; justify-content: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 8px; font-weight: bold;">*These concepts are studied in all units of history</div> </div>	In EYFS pupils are taught history through the strand <b>Understanding the World</b> . Throughout the year pupils will be taught: <b>Their living memory</b> (through the use of stories, pictures and secondary resources).		
Year 1		Childhood in the Past		Travelling the World – Amy Johnson
Year 2		Great Fire of London	Florence Nightingale	
Y34 cycle 1		Romans		Hull and the Fishing Industry
Y34 cycle 2		Stone Age		Anglo Saxons and Vikings
Y56 cycle 1		Ancient Greeks		Peace and Conflict (WWII)
Y56 cycle 2		Ancient Egyptians		Mayans

### Historical contexts for learning

Pupils revisit key concepts in a systematic way, making links between key themes in different historical periods eg: revisiting the idea of conflict through different historical periods – exploring the causes and effect of different conflicts

## Key concepts (Big Ideas) in HISTORY

*Pupils will learn how historians use sources to investigate and interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding of the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning on important aspects of different historical periods and make links and comparisons within and between different periods in history. They will learn how to communicate their ideas orally and in writing in an appropriate historical style.*

*Pupils make progress in history by developing:*

- *their knowledge about the past (substantive knowledge)*
- *their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (disciplinary knowledge)*

*These two strands are taught in combination as pupils study each unit of history.*

### Historical enquiry\*



Primary and secondary sources help us understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves (eg: tools, ornaments, toys, household items, coins, diaries, historical accounts, pictures, newspapers) and consider how historians use sources to interpret the past.

### Chronology\*



Pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people.

### Community and culture



Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.

### Conflict and disaster



Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague.

### Exploration and invention





Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time.

### Hierarchy and power



Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study.

\*These concepts are studied in all units of history

Knowledge and skills sequencing		HISTORY					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronology</b> Substantive knowledge about the past 	Can talk about past and present events in their own lives  Use the terms past and present	Can use words and phrases like: before, after, past, present, then and now.  Can sequence events on a simple timeline	Create a timeline using time vocabulary eg: modern, recent or specific times eg: 1960s  Can sequence events from beyond their lifetime on a timeline	Understand the difference between BC, AD, BCE and CE  Sequence key events from the period studied on a timeline	Identify today and the current study period on a timeline in relation to previous studies  Sequence 4 key events from the period studied on a timeline	Identify today and the current study period on a timeline in relation to previous studies  Sequence 6 key events from the period studied on a timeline, including dates	Identify today and the current study period on a timeline in relation to previous studies  Sequence at least 6 key events from the period studied on a timeline, including dates
<b>Historical enquiry</b> Disciplinary knowledge about historians understanding of the past is constructed from sources 	Can find out about things that have happened in my life by asking questions and looking at pictures	Can ask questions from sources eg: when was this written/made? What is this object? What was it used for?	Can use two different sources to make inferences about the past	Understand how historians use different sources to make inferences about the past. Can research information to answer specific historical questions.  Understands how historical artefacts can be used to build up a picture of the past. Presents historical information in a variety of ways.	Understand how historians have used sources, including sources that show bias, to answer questions about the past.  Uses a range of information, including own research, to present a historical argument.  Asks thought provoking questions and can make comparisons between periods studied		
Knowledge and skills sequencing		HISTORY – Second Order Concepts					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Similarity and difference</b> Within the same time period eg: between groups, places or societies	I can identify and describe similarities and differences between myself and others	I can identify things that are the same and different within a period studied, focusing on one or more of the 4 key concepts		I can describe similarities and differences within a time period in relation to groups, places or societies Eg: how did the Roman invasion of Britain affect different groups or places?  I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts		I can explain the differences in the lives of people from different social classes, cultures, religions or race  I can undertake research in order to find similarities and differences between groups, places or societies and draw my own conclusions in relation to one or more of the 4 key concepts	
<b>Cause and consequence</b> Analysing why events happened	I can say why something happened	I can explain why a historical event happened and what happened as a result  I can explain why an important person from history acted the way they did and what the impact of this was		I can identify and give reasons for historical events and explain the impact  I can explain how a historical event impacted on at least one of the 4 key concepts		I can explain a range of factors that caused historical events  I understand the impact of historical events in a historical period or on later periods of history.	



<p><b>Continuity and change</b> Analysing the pace, type and extent of change <b>across time periods</b>, including what impact it had</p>	I can talk about some things that have changed during my lifetime	I can identify things that have changed or stayed the same during my lifetime	I can identify things that have changed or stayed the same by comparing the present with a time before I was born	<p>I can explain the links between significant events</p> <p>I can explain what changed and stayed the same between 2 periods of history in relation to at least one of the 4 key concepts</p>	<p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.</p> <p>I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts</p>
<p><b>Historical significance</b> Why some events or people are deemed to be significant by historians</p>	I can recognise and describe special times or events for me, my friends or family	<p>I know about some significant people or events from before I was born</p> <p>I can explain how historical events and people changed things</p>	I am aware of some pivotal events and people in modern British history and why historians see them as significant	<p>I understand the reasons why some events or people are deemed to be significant</p> <p>I am aware of a wider range of significant people and events from my studies of British and World History</p>	

## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two. A summary of second order concepts and how these apply to History is provided below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Written and oral expression	Enquiry
<b>History</b>	Significant people, events and dates through history	Comparing historical periods	Causes and impact of key events	What has changed over time and what has stayed the same?		Using historical terms, presenting information as historians, using evidence and sources to support statements	Historical enquiry, source material, considering evidence, facts and opinions, research. Visits.